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ABSTRACT

Guidelines for continuing education for information, library, and media personnel are presented in this report, which provides criteria for five different kinds of continuing education strategies: (1) group programs and activities; (2) individualized programs and activities; (3) instructional materials and technologies; (4) continuing education providers; and (5) learning consultants for individualized continuing education programs. Criteria are different for each type of program, but for each criterion, several assessment factors are provided. Also provided are a glossary of terms and a brief history of the development of these guidelines, which have been adapted from a research and development project funded by the U.S. Office of Education in conjunction with CLENE, Inc. (the Continuing Library Education Network and Exchange). (EW)

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GUIDELINES FOR QUALITY IN CONTINUING EDUCATION FOR INFORMATION, LIBRARY AND MEDIA PERSONNEL

Continuing Education Subcommittee
of the
Standing Committee on Library Education (SCOLE)

Adopted by the ALA Council on
January 12, 1988

American Library Association
50 East Huron Street
Chicago, Illinois 60611

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FOREWORD

The Program for Quality in Continuing Education for Information, Library, and Media Personnel was established as part of a research and development project funded by the Office of Education in conjunction with CLENE, Inc. [the Continuing Library Education Network and Exchange]. The Program consisted of 1) a policy statement specifying the definition, goals, and benefits of continuing education; 2) criteria for quality continuing education; and 3) a system for the approval of providers of continuing education.

Since CLENE has subsequently become a round table of the American Library Association [CLENE RT], the ALA Standing Committee on Library Education [SCOLE] has formed a continuing education subcommittee, one of the functions of which is to transform the Criteria into ALA Guidelines.

This document represents the SCOLE Continuing Education Subcommittee's effort to adapt the Criteria to the ALA Guidelines format.

The Continuing Education Subcommittee wishes to acknowledge the efforts of the members of the CLENE Council on Quality Continuing Library Education and the staff of the project who developed the original Criteria for Quality: William Asp, Bernard Franckowiak, John Hinkle, John G. Lorenz, Margaret Myers, Debra Nygaard, Ruth J. Patrick, Gary Purcell, Elizabeth W. Stone, Alphonse F. Trezza, Susan Viola, and Micki Jo Young.

The following individuals worked on the revision of the document to adapt it to the ALA Guidelines format:

ALA Continuing Education Subcommittee of SCOLE

Darlene E. Weingand, Chairperson (1986-87)
Mary C. Chobot, Chairperson (1987-89)
Margaret E. Myers, Staff Liaison
Thelma Ananias Morris
Barbara Newmark-Kruger
Richard J. Sorensen
Nancy Starke
Jana Varlejs
Mary Y. Moore, CLENE RT Liaison

INTRODUCTION

CONTINUING EDUCATION

Continuing education is a learning process which builds on and updates previously acquired knowledge, skills, and attitudes of the individual. Continuing education comes after the preparatory education necessary for involvement in or with information, library, media services. It is usually self-initiated learning in which individuals assume responsibility for their own development and for fulfilling their need to learn. It is broader than staff development which is usually initiated by an organization for the growth of its own human resources.

GOALS AND BENEFITS

Continuous learning is an obligation of all those who work to identify, select, organize, retrieve, disseminate, and make accessible the record of human thought and actions. The goal of continuing education is to improve information, library, media services by maintaining or improving competence of practitioners. Regular participation in continuing education activities enables the practitioners to:

...refresh basic education by mastering new concepts in a constantly changing environment
...keep up with the new knowledge and skills required to perform their roles responsibly
...prepare for specialization in a new area
...enjoy the intrinsic satisfaction resulting from learning.

SCOPE

A wide variety of learning opportunities is available both on the job and outside the work place. These opportunities include both formal and informal learning activities and exist independently or under the guidance and sponsorship of various institutions, associations, and other organizations. Appropriate subject areas are defined broadly to include all related disciplines that help participants to practice with competence, thereby granting individuals wide latitude in selecting subject matter and format appropriate to their present or future needs. Although individuals assume primary responsibility for their own development, continuing education encompasses shared responsibility, cooperation, and interaction among a number of library and educational agencies, relevant federal agencies, the individual's place of employment, and a wide variety of professional and other educational associations at the local, state, regional, national, and international levels.

NEED FOR ASSURANCE OF QUALITY

Due to the rapid changes occurring throughout the information, library, media fields, and indeed, the society they serve, people have sought means to keep abreast of the new developments. This demand was met by a supply of numerous and various continuing education activities from many sources.

In quality and effectiveness, they have ranged from excellent to less than adequate. Insufficient attention and inadequate experience were being brought to the quality of the activities and there was a lack of coordination.

The members of the information, library, media community suffered the consequences of this unevenness and asked that something be done to upgrade the quality of the programs and to institute a form of accountability to assure that the programs justify the time, energy, and costs expended by the participants, by their employers, and by the providers themselves.

Before CLENE (the Continuing Library Education Network and Exchange) became an ALA round table, it conducted a research and development project funded by the Office of Education to create The Program for Quality in Continuing Education for Information, Library, and Media Personnel. The Program consisted of (1) a policy statement specifying the definition, goals, and benefits of continuing education; (2) Criteria for Quality continuing education; and (3) a system for the approval of providers of continuing education, which was administered by the National Council on Quality Continuing Education for Information, Library, Media Personnel [see Appendix A].

Now that CLENE RT is officially affiliated with ALA, and the former Program, through the National Council, continues to use the original criteria, there is a need for a formal ALA document which establishes guidelines for quality in continuing education. In 1983, Elizabeth Stone published in the ALA Yearbook a survey which also demonstrated a concern for quality in continuing education. In addition, recent hearings (SCOLE/Library Education Assembly/CLENE RT Hearing on July 6, 1985, in Chicago) addressed the question "Whither ALA in Continuing Education" and testimony referred to the ALA policies on continuing education which contain a statement on the need to have a strong relationship between ALA's continuing education program and Association policies. The development of guidelines would provide the policy statements which respond to these stated needs.

If ALA, as the primary and largest professional association, is to provide direction for profession-wide continuing education, there must be in place some formal written documentation which speaks to the critical issue of quality. The development of guidelines is a major step forward.

CRITERIA FOR QUALITY

The delivery of quality continuing education programs appropriate to the needs of people involved in information, library, media services must be based on careful planning. A number of factors should be used in assessing the planning, design, delivery, and evaluation of these programs. These criteria can be applied by any person or group interested in providing quality continuing education opportunities.

Criteria are somewhat different for each type of continuing education opportunity. Criteria follow for five different kinds of continuing education strategies: 1.1 Group Programs and Activities; 1.2 Individualized Programs and Activities; 1.3 Instructional Materials and Technologies; 1.4 Continuing Education Providers; and 1.5 Learning Consultants for Individualized Continuing Education Programs.

1.1 Group Programs and Activities

Definition: A group program or activity is one where the participant learns a given subject through interaction with an instructor(s) and other participants. This includes such gatherings as academic courses, institutes, workshops, seminars, and short courses.

1.1.1 Needs Assessment

Criterion: **The specific needs of the client group should be assessed.**

Assessment Factors:

(1) Has the target group been clearly identified?
(2) Has a systematic needs assessment been conducted?
(3) Have representatives of the target group participated actively in the needs assessment process?

1.1.2 Objectives

Criterion: **Specific and measurable/observable learning objectives should be stated in one or more of the following areas: changes in attitude and approach to the solution of problems; acquisition (or mastery) of new knowledge or the revision of outdated knowledge in specific skills, techniques, and procedures.**

Assessment Factors:

(1) Are the objectives based on the needs assessment?
(2) Do the objectives describe the expected outcomes for the participants?
(3) Are the objectives measurable/observable?
(4) Do the objectives address changes in the participant's work performance as a basis for evaluating impact?

1.1.3 Design and Presentation

Criterion: **The program should be systematically designed and delivered to meet the statement of objectives.**

Assessment Factors:

(1) Are instructional strategies, i.e., learning experiences, teaching methods, and content materials appropriate and effectively employed in achieving the objectives?
(2) Are person(s) knowledgeable in the content area as well as instructional design techniques involved in planning and conducting the educational offering?
(3) Does the design consider the participant's entry level competency?
(4) Is sufficient time allotted for the participant to meet the objectives?
(5) Is consideration given to individualization, such as learning styles, pacing, and assimilation rate?
(6) Are principles of adult education, including involvement, self-direction, and reinforcement included in the design of the program?

1.1.4 Timeliness

Criterion: **The program content should be current and timely.**

Assessment Factors:

(1) Are the concepts presented up-to-date with the current ideas, trends, facts, etc.?
(2) Is the program content reviewed periodically to assure it is accurate and consistent with currently accepted practices and techniques?

1.1.5 Promotion

Criterion: **The educational offering should be promoted responsibly.**

Assessment Factors:

(1) Is the promotion directed at the audience that may best benefit from the activity?
(2) Does the promotional material include the following:
    (a) the scope of the subject content
    (b) a statement of the objectives in terms of learner outcomes
    (c) the nature of the target audience
    (d) the level of the offering, i.e., beginning, intermediate, advanced, or overview
    (e) the location, time, and schedule of activities
    (f) the name(s) and qualifications of the presenter(s)
    (g) the cost, the items covered by the cost, and provisions for refund
    (h) the amount and kind of credit being offered, if applicable
    (i) the preparation, if necessary, which participants should engage in prior to the program
    (j) a description of the learning activities, methods, and resources used in the program?

1.1.6 Evaluation

Criterion: **Evaluation should be an on-going and integral part of the educational offering.**

Assessment Factors:

(1) Is the evaluation based on the stated objectives?
(2) Does the evaluation cover the starting point, the process, and the outcomes of the learning experience?
(3) Do the evaluation procedures include provision for adjusting the program in response to new needs identified during the course of the program?
(4) Does the evaluation assess the appropriateness of the content as well as the effectiveness of the materials and techniques employed?
(5) Does the evaluation include the performance of the presenters and staff?
(6) Does the evaluation include adequacy and appropriateness of the facilities?
(7) Where confidential or sensitive materials or results are involved, involved, does the evaluation process take into consideration ethical handling of these items?
(8) Is outside assistance sought as needed [e.g. for data analysis]?
(9) Are the evaluation results made known to the participants?
(10) Are evaluation results used to improve future programs?
(11) Does the evaluation process clearly indicate that the participant has the right to express grievances or report unethical procedures?

1.2 Individualized Programs and Activities

The Criteria for Group Programs and Activities (p. 4) and Instructional Materials (p. 9) are applicable to individualized continuing education learning activities. In applying the Criteria to the design and accomplishment of an individualized continuing education activity, special attention must be given to the following additional points:

1.2.1 Needs Assessment

Criterion: **The individual's specific learning needs or interests have been identified and assessed.**

Assessment Factors:

(1) Has an appropriate needs assessment process been followed?
(2) What are needs or interests based upon, e.g. job, career growth, personal interest, etc.?
(3) Are colleagues consulted or outside resources utilized in determining needs?

1.2.2 Objectives

Criterion: **Based on the needs assessment, a set of clear, measurable, and/or observable learning objectives have been stated in one or more of the following areas: changes in attitudes; updating of outdated knowledge and/or attainment of new knowledge; and awareness or mastery of specific skills and techniques.**

Assessment Factors:

(1) Are the objectives clearly stated?
(2) Are the objectives appropriate in meeting the assessed needs?
(3) Will the objectives contribute to the competence of the individual?
(4) Are the objectives reasonable and attainable given the individual's current expertise and the available resources and time?
(5) Do the objectives specify the expected outcome for the individual in terms of the level of knowledge or performance that is expected to be attained?
(6) Are the objectives stated in measurable terms so that they can be evaluated? How will the individual know or be able to demonstrate achievement of each objective?
(7) Do the objectives address changes in future role performance of the individual as a basis for evaluating impact?

1.2.3 Learning Plan

Criterion: **An organized and coherent series of learning activities is systematically planned to achieve the individual's stated objectives.**

Assessment Factors:

(1) Are learning activities appropriate to the objectives?
(2) Do the activities utilize appropriate materials, resources, or persons expert in the content/skill area?
(3) Are learning activities organized, sequenced, and paced so as to be manageable and to build effectively upon each other?
(4) Are appropriate and effective educational strategies/techniques employed that respond to the individual's learning style?
(5) Are the activities at the appropriate level for the individual's level of competence?
(6) Is adequate time allocated to achievement of the objectives of each activity?

1.2.4 Evaluation

Criterion: **Evaluation is an on-going and integral part of the individualized continuing education activity.**

Assessment Factors:

(1) Is the evaluation based on the stated objectives?
(2) Has the plan of activities been followed?
(3) Does the evaluation cover the starting point, the process, and the outcomes of the learning experience?
(4) Does monitoring provide opportunity for reassessment of objectives and adjustment of the program in light of newly realized needs/interests or unrealistic expectations?
(5) Are resources and experts utilized as planned?
(6) Do the monitoring and evaluation look at appropriateness of the content and resources and the effectiveness of learning strategies?
(7) Do monitoring and evaluation effectively assess the individual's level of achievement of the objectives and provide opportunity for corrective efforts?

(8) Does the evaluation encourage application of learning to the work situation?
(9) Is the monitoring and evaluation process carried out with appropriate review, assessment, or consultation with a qualified, unbiased person?

1.3 Instructional Materials and Technologies

Definition: Instructional materials and technologies are terms applied to the broad area of educational techniques that go beyond the live instructor speaking to a group of learners. This includes: (1) materials used by the instructor in the group program or activity; (2) delivery of programs through telecommunications (e.g., open and closed circuit television or broadcasts by radio or satellite); and (3) self-instructional materials for individual learners (e.g., programmed texts, multimedia kits, and computer assisted instructional programs).

All instructional materials and technologies must be designed, developed, and/or utilized in a manner consistent with the tenets for quality in all educational programs. Some types require special considerations due to their nature.

1.3.1 Suitability

Criterion: **The instructional materials and technologies should be suited for the learning audience.**

Assessment Factors:

(1) Does the material specify any necessary prerequisites?
(2) Is there a list of terms or jargon that must be known before the instructional materials can be used effectively?
(3) Is the stated level of the instructional material the same as the learning audience, e.g., beginner or novice, moderate-level or expert?
(4) Is the delivery system appropriate to the learning activity?
(5) Is the technical quality of the delivery system adequate?
(6) Have materials and technologies selected for the learning activities been selected on the basis of sound evaluation methods?

1.3.2 Objectives

Criterion: **A set of clear measurable/observable learning objectives has been stated in one or more of the following areas: changes in attitude; attainment of knowledge; and awareness or mastery of specific skills and techniques.**

Assessment Factors:

(1) Are the objectives measurable/observable?
(2) Do the objectives specify the expected outcome for the individual in terms of the level of knowledge, attitude, or performance that is expected to be attained?

1.3.3 Learning Strategies

Criterion: **The instructional materials utilized are suitable and appropriate for the objectives of the learning activity.**

Assessment Factors:

(1) Are types of media used to accommodate different learning styles and preferences?
(2) Is a variety of media used to stimulate the participant's interest and motivation?
(3) Are the instructional materials suitable for the chosen mode of instruction, i.e., large-group, small-group, or independent study?
(4) Are the instructional materials suitable for a variety of purposes: to set a mood or foster an attitude, to present facts, to illustrate or augment existing facts, to summarize a topic, or to evaluate or test learning?

1.3.4 Timeliness

Criterion: **The instructional materials are current and timely.**

Assessment Factors:

(1) Are the concepts presented up-to-date with the current ideas, trends, facts, etc.?
(2) Are the illustrations timely:
    (a) appropriate to the historical period covered, or
    (b) reflective of today's culture, styles and equipment?
(3) Is the production date or revision date given?

1.3.5 Learning Environment

Criterion: **The instructional materials are utilized in an appropriate facility and learning environment.**

Assessment Factors:

(1) Is the size of the room appropriate?
(2) Is the lighting adequate?
(3) Is the layout of the room appropriate?
(4) Is the room equipped with the necessary electrical wiring, sound system, screen(s), and furniture to accommodate the equipment used with the instructional materials?

1.3.6 Package or Module Design

Criterion: **An instructional package (or module), whether produced or purchased, is a complete and integrated unit and is well documented.**

Assessment Factors:

(1) Is there a statement of objectives for the material?
(2) Is the target audience identified?
(3) Are the credentials of the subject matter experts provided and are they satisfactory?
(4) Is evidence supplied that the producer tested and revised the material? Are the characteristics of the trial group sufficiently similar to this group of participants?
(5) Is the technical quality adequate so there is good clarity, accurate exposure, synchronization, no distortion, etc.?

(6) Does the presentation of the content match the attributes of the medium?
(7) Is there an instructor's kit which includes:
  (a) an instructor's guide
  (b) questions for discussion
  (c) additional problems or exercises
  (d) materials for display or demonstration
  (e) visuals/audio materials/software used in the program
  (f) additional or supplemental materials for distribution?
(8) Is all equipment needed to utilize the instructional materials standard, or, if not, are specific hardware specifications given?
(9) If developed as a self-instructional package, is there a learner's kit which includes:
  (a) a set of instructions
  (b) a list of learning goals and objectives
  (c) appropriate software
  (d) a workbook or other types of problems or exercises
  (e) visuals/audio materials/software used in the program
  (f) evaluation instruments, both interim and final
  (g) additional or supplemental material
  (h) suggestions for enrichment or further study?

1.4 Continuing Education Providers

Organizations or individuals providing continuing education should use the following criteria and assessment factors to assess their capability to design and deliver appropriate educational experiences.

1.4.1 Administration

Criterion: **A structure for systematic administration of the continuing education programs should be established.**

Assessment Factors:

(1) Is one individual assigned the ultimate responsibility for administering the program?
(2) Is the assigned individual qualified to carry out his/her responsibility by virtue of background and experience?
(3) Is there continuity of administration?
(4) Is there evidence of careful long range planning for the overall program?
(5) Is there a recognition system (such as the awarding of CEUs) so that student participation can be documented?

1.4.2 Human Resources

Criterion: **Continuing education presenters, designers, and other human resources should demonstrate current expertise by training and experience in the pertinent subject matter and/or educational methodologies as appropriate to their function.**

Assessment Factors:

(1) Are the presenters and human resources adequate in number for the type of learning method used?

(2) Do the presenters have expertise, not only in subject matter, but in setting educational objectives, teaching, and assessment of educational results of the program?
(3) Do the presenters have the ability to facilitate learning and communicate effectively?
(4) Are appropriate adult education methods used in the program?

1.4.3 Facilities

Criterion: **Adequate facilities conducive to good learning should be available for continuing education programs.**

Assessment Factors:

(1) Is there appropriate and sufficient space for the educational methods used, including learner participation?
(2) Do facilities include pertinent and adequate library resources, space for conferences, audiovisual equipment and other resources as appropriate?

1.4.4 Financial Resources

Criterion: **The organization's financial resources should be adequate to support the educational program.**

Assessment Factors:

(1) Is there evidence of sound fiscal planning and management, e.g., a clearly identifiable component of the total budget earmarked for continuing education?
(2) Does the budget include (as needed) the following:
    (a) clerical and secretarial services
    (b) audiovisual and other pertinent equipment
    (c) supplies and promotional materials
    (d) travel and other related costs
    (e) other costs as appropriate?
(3) Have financial resources to augment participant fees been sought to support the program, if appropriate?

1.5 Learning Consultants for Individualized Continuing Education Programs

Individuals may pursue learning activities by themselves, or with the assistance of a learning consultant.

1.5.1 Selection of a Learning Consultant
Criterion: **Persons wishing to work with learning consultants for individualized continuing education activities should consider the following assessment factors in making their selection.**

Assessment Factors:

(1) Can the learning consultant demonstrate competence in planning and evaluating education programs, especially those involving individualized learning?

(2) Does the learning consultant have knowledge of the specialty area being pursued by the learner or have access to persons with that knowledge?
(3) Has the learning consultant developed a plan that states:
    (a) the content area and level of training he or she is qualified to supervise
    (b) the kind of advisor services he/she is prepared to give
    (c) the general model that will be followed in the assessment of learning needs and the development, monitoring, and evaluation of activities?

1.5.2 Assistance

Persons wishing assistance in identifying a learning consultant may contact the ALA Office for Library Personnel Resources or the CLENE Round Table.

GLOSSARY

Activity - An individual educational experience or offering, such as a lecture, Home Study course, workshop, seminar, symposium, etc; a discrete but coordinated component of a program designed to produce results that help to achieve program objectives as well as more specific education objectives.

Adult Learning - The study of how adults learn compared to how youth learn. Classic works in the field are done by Knowles, Houle, and Knox.

Colloquium - A series of lectures or seminars convened by a coordinator, but featuring different speakers or leaders.

Competency - Ability, skill or fitness based on meeting certain minimum requirements.

Conference - A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Consultant - A qualified individual who gives advice or services regarding matters in his or her area of specialized knowledge or training.

Contact Hour - A standard unit of measurement sometimes equated to 50 minutes of participation in an organized learning activity.

Continuing Education - Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Continuing education is a generic term which includes staff development as one of its elements. Similarly, in-service training and orientation are subsets under staff development. Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organizational system. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of information science schools.

Continuing Education Unit (CEU) - Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Correspondence Course - A formal, independent study program consisting of reading and exercises submitted to a knowledgeable instructor for evaluation. The course usually covers several lessons to be completed in a specified period.

Course - A program of instruction as in a college or university; a series of sessions prepared for a group by the instructor usually with a well-defined subject and scope. Commonly focused on the dissemination of knowledge, but sometimes may include skills building for attitudinal training.

Criterion - A standard by which a program, activity, etc. can be judged or evaluated.

Educational Technology - The development, application, and evaluation of systems, techniques and aids to improve the process of human learning.

Educator/Educational Staff - Individuals with the prime responsibility for the conduct of the learning experience; those who enable learning through skilled and deliberate efforts, those agents of learning upon whom much of the success of each activity will depend. Synonymous terms include teachers, instructors, faculty, facilitators, leaders, trainers, consultants, and resource people.

Evaluation - Systematic investigation of the worth or merit of a project, program, activity, instructional material, etc.

> **Formative Evaluation** - Evaluation designed and used to improve a project, program, activity, instructional material, etc., especially when it is still being developed.
>
> **Summative Evaluation** - Evaluation which is carried out at the conclusion or completion of a project, program, activity, etc., designed to present conclusions about its merit or worth and recommendations about whether it should be retained, altered, or eliminated.

Field Work [see **Practicum**]

Goal - Purpose; an intended direction or aim; an ultimate outcome; an overall definition of what a program or activity is to accomplish.

Hardware - A generic term for audiovisual and computer equipment.

Individualized Method of Learning - A method of learning which leads the learner to control the rate of his/her progress in learning. The communication medium is correspondence (mail), the computer, programmed text, or teaching machine, independent learning on campus.

Institute - Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

Instructional Aid - Any item (hardware, software or printed materials) used to support instruction.

Instructional Materials - Any print or audiovisual resource which supports instruction. [For example, handouts, slides, transparencies, etc.]

Instructional Technologies - Hardware, software and/or telecommunications which are used to assist the learner in engaging in an educational activity.

Internship [see **Practicum**]

Journal Club - A group of individuals meeting periodically to study a topic of mutual interest using previously assigned resource materials as a guide to discussion.

Learning Consultant - A person qualified in the development and administration of individualized learning plans which include needs assessment, statement of objectives, selection of learning strategies, monitoring of progress, and evaluation of achievement.

Lecture - A carefully prepared oral presentation of a subject by an expert.

Library Personnel Interchange - Exchange of librarians; an arrangement by which two libraries lend to each other simultaneously one or more staff members for a limited period.

Learn - To acquire knowledge of or skill in by study, instruction or experience; to become informed of or acquainted with; to ascertain; to gain by experience, exposure to example, or the like.

Merit - The excellence of a program, activity, etc. as assessed by its intrinsic qualities or performance.

Needs Assessment - Systematic process used to identify needs including both gathering and analyzing the information.

Non-individualized Method of Learning - Methods and programs which provide learning experiences at a pace that lies beyond the learner's control, including the use of tape, radio and television.

Non-traditional Learning Experiences - Non-traditional programs, learning experiences, or methods of instruction are ambiguous terms. They are generally viewed as nearly all programs, experiences, and methods of instruction which are different from the typical campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction.

Objectives - Statements of criteria by which one measures the degree to which the purpose is achieved. The statements are made in terms of results to be achieved rather than methods to be used. Objectives are narrower than goals, are usually short range, are measurable.

> **Instructional Objectives** - statements that specify the kind(s) of behavior expected to occur in learners.
>
> **Program Objectives** - Statements that describe the intent, function, and results expected from the total learning program.

Offering - A continuing education activity or experience presented by or made available by a provider.

Performance Standard - That level of expertise on a given essential performance characteristic that is considered to be minimally acceptable.

Planned Program of Continuing Education - The concept of a planned program of continuing education involves the organized presentation of a body of knowledge so that the subject is comprehensively covered in sufficient detail to meet the educational objectives. By using appropriate objectives, very narrow or highly specific, continuing education programs can be developed so they meet the definition of a planned program of continuing education. A series of unrelated lectures dealing with different topics and covering only one or two points of each topic would not be a planned program of continuing education.

Practicum - Actual work by a student in one or several libraries for a definite period as part of a library school course of study or a training course in a library. Field work, field practice, and practice work.

Program - A coordinated variety of learning activities presented by an organization which may be sequentially planned over a substantial time span and may be directed toward defined objectives. A program includes many segments which are described as educational offerings, activities, or courses (total continuing education programs).

Provider [see **Sponsor/Provider**]

Recognition System - A system established and supported by various occupations to carry out activities such as the following:
(1) recognize the individual who has achieved the voluntary requirements of the program;
(2) implement a system of record keeping for continuing education;
(3) implement criteria or standards for continuing education;
(4) review or assist in the review of continuing education programs/offerings.

Self-Assessment - An evaluation by an individual of his/her own strengths and weaknesses.

Seminar - A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. Offers the advantages of guidance and expertise with in-depth discussion. Can be a one-time event or a series over a period of time.

Short Course - A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.) The noncredit course may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Software - (1) A general term for audiovisual materials that are used in conjunction with hardware (e.g., videotapes, audiotapes, slides, films, etc.). (2) A general term for the programs and supportive documentation that are used in conjunction with computers and other data processing systems.

Sponsor/Provider - The institution, organization, or agency responsible for the development, implementation, evaluation, and record keeping of a continuing education offering or a total continuing education program. A Learning Consultant can be considered a sponsor/provider.

Staff Development [see **Continuing Education**]

Symposium/Forum - Similar to conference/institute. Audience participation.

Telecommunications - The transmission of communication [including educational activities] by electronic means, such as telegraphy, cable, telephony, satellite, radio or television.

Tutorial or Primer - A brief remedial exposition of a subject in order to provide a foundation for more in-depth learning; generally delivered by an expert in the lecture mode.

Workshop - Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experimental activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Worth - The value of a program, activity, etc., in relationship to a [stated] purpose.

APPENDIX A

HISTORY

The Program for Quality in Continuing Education represents the culmination of a series of events, activities, and research efforts.

- 1973. A nationwide survey of practitioners and of continuing education providers was funded by the National Commission on Libraries and Information Science (NCLIS).[1] This study found serious unevenness in the quality of continuing education and an interest in a voluntary recognition system that included a provision for assurance of quality in programs.

- 1975. The Continuing Library Education Network and Exchange (CLENE) was organized during the annual American Library Association Conference in San Francisco at a meeting called by NCLIS who served as a catalytic agent. The first meeting of the Board of Directors was held in September.

- 1976-1977. A CLENE research project was funded by the U.S. Office of Education. A model for a voluntary recognition system was designed.[2] The major elements of a recognition system were identified as (1) criteria and guidelines for quality continuing education single offerings and/or total programs, (2) a voluntary approval system for providers and recognition of approved providers (3) a voluntary record keeping system for each individual's continuing education and a way of recognizing these efforts, and (4) support services for the individual participants engaged in continuing education such as the development of self-assessment tools, and for the providers of continuing education, such as a handbook to assist in attaining the Criteria for Quality.

- 1977 (October). The CLENE Board of Directors endorsed the concept of a voluntary recognition system for continuing education and accepted a leadership role in implementing such a system. A Task Force was appointed to develop a plan for the implementation of the recognition system.

- 1978 (January). The CLENE Task Force presented the concept of a voluntary recognition system at an open meeting at the American Library Association Midwinter Conference. This was followed by many other meetings held nationwide to describe the system and to obtain feedback.

- 1978 (June). A National Conclave was called by CLENE under the direction of the Task Force. Representatives of the major information, library, media associations and organizations were invited to attend. Conclave participants concluded that there is a need for some type of quality assurance for continuing education activities and programs.

- 1979-1980. A CLENE research project was funded by the U.S. Office of Education under Title II-B of the Higher Education Act to develop and demonstrate Criteria for Quality for Continuing Education activities and providers.

The project entailed (1) forming a seven member Council on Quality Continuing Education: Information-Library-Media Programs; (2) developing a policy statement on continuing education which includes its definition, objectives and rationale; (3) developing Criteria for Quality for continuing education activities; (4) devising procedures for a voluntary provider approval system for continuing information, library, media education; and (5) conducting pilot surveys of selected providers of continuing education to test the Criteria for Quality as a basis for evaluating and approving programs.

The Council used the CLENE model of a recognition system designed by the 1976-1977 research project as a basis for its work as well as the criteria and guidelines for providers that have been developed and implemented by other professions such as the American Psychological Association, the American Pharmaceutical Association, the American Institute of Certified Public Accountants, the American Medical Association, and the American Society for Medical Technologists.

- 1979 (Summer). The Task Force recommended, and the CLENE Board of Directors approved, the adoption of the National Registry System of the American College Testing (ACT) Corporation as means to provide a voluntary record keeping system for individuals who participated in continuing education activities.

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[1]Elizabeth W. Stone, Ruth J. Patrick and Barbara Conroy, Continuing Library and Information Science Education. Final Report to the National Commission on Libraries and Information Science (Washington, D.C.: American Society for Information Science, 1974).

[2]Elizabeth W. Stone, Eileen Sheahan and Katherine J. Harig. Model Continuing Education Recognition System in Library and Information Science (New York: K.G. Saur, 1979).